



LESSON PLAN - "IS YOUR MAMA A LLAMA?"

TARGET AGE GROUP: Pre-K

ESTIMATED TIME: 45 Minutes

PURPOSE

The purpose of this activity is to teach Pre-K students:

- a.) the letter "L";
- b.) the names of farm animals and to match those animals with their offspring;
- c.) and the terms "tall", "short", "more", and "fewer".

OBJECTIVES

- 1) Define natural resource and give examples of natural resources.
- 2) Recognize the title of a book.
- 3) Recognize the letter "L".
- 4) Identify farm animals through pictures and words.
- 5) Match farm animal babies with their mothers.
- 6) Notice similarities and differences between the mothers and their babies.
- 7) Recognize the sounds made by specific farm animals.
- 8) Utilize the terms "tall", "short", "more" and "fewer".

MATERIALS

- Book: "Is Your Mama a Llama?" by Debora Guarino
- Cut-out drawing or poster of the Letter "L"
- Set of Farm Animal Flash Cards
- Set of Toy Pigs and Container to Serve as a Pen (Tray)
- Activity Sheet: "Llama, Llama! - Connect-the-Numbers"
- Optional: Stuffed Llama or color photo of a llama.

PREP WORK

- Print worksheet prior to classroom visit.

PART I: INTRODUCTION

If possible, the instructor should invite the children to sit down in a CIRCLE.

If this is the first activity of the day, introduce yourself and the agency/organization you represent. Briefly discuss what you do and how it correlates with this particular lesson.

Instructor Dialogue Example: Good Morning! My name is Jane. I work for XYZ Soil and Water Conservation District. We protect and preserve the natural resources (air, water, soil, plants, and animals) of XYZ County.

Student Question: What is a natural resource? *Answer: A natural resource is something that occurs naturally and has value.*

The conservation district and our many partners primarily focus on five natural resources. Let's identify those five natural resources: S = Soil; W = Water; A = Air; P = Plants; A = Animals

Today's lesson is going to focus on animals.

PART II: THE LETTER "L" AND READ "IS YOUR MAMA A LLAMA?"

- Show students a cutout drawing or poster of the letter "L". **Student Question: What letter is this?** *Answer: The letter "L".* **What are some words that start with the letter "L"?** *Answer: Lollipop, Lion, Leopard, Lamp, Ladder, Lamb, etc.*
- Today we are going to read a story about a Llama. (If a stuffed llama or color photo of a llama is available, show it to the students.) A llama is an animal. Llamas are members of the camel family. Llamas are primarily recreational animals; they are bred and raised for packing, wool production, cart pulling, animal facilitated therapy, companion animals, exhibition in shows, parades and fairs, and guardians of other livestock such as sheep.
- To introduce the story, ask the following questions:
 1. **Where is the title of the book?** *Ask a student to point to the title.*
 2. **What letter does llama start with?** *Answer: The letter "L".*
 3. **Where is the llama on the front of the book?** *Ask a student to point to the llama.*
 4. **Are there other animals on the cover? If so, what kind?** *Answer: Yes, Owls*
- As the book is read, the instructor will show illustrations featured in the book and ask children questions, as appropriate. Encourage student involvement as the book is read by prompting students to guess the animals in the rhyming sequences provided throughout the book. **Discuss the vocabulary words - TALL and SHORT.** For example: On Page 9, is the llama taller or shorter than the swan? *Student Response: The llama is taller than the swan.* On Page 13, is the calf taller or shorter than the cow? *Student Response: The calf is shorter than the cow.*

PART III: ACTIVITY - ANIMAL MATCH (Practice "Tall" and "Short" Vocab.)

- Have students remain seated in the circle.
- Randomly pass out the 12 farm animal flash cards (6 adults and 6 babies). Explain to students that you are passing out 6 adult farm animal cards and 6 baby farm animal cards.
- Select a student with a flash card to stand up and show his/her flash card.
- Ask students what animal is displayed on the flash card. Is the animal an adult or a baby? How do they know? What sound does this animal make? Ask students to make the sound.
- Now ask the student with the matching animal card to stand up. Pair the two together. Discuss the similarities and differences between the adult animal and the baby animal. Be sure to utilize the words "TALL" and "SHORT" when identifying similarities and differences.
- Continue until all 12 flash cards have been discussed.

PART IV: ACTIVITY - PIGS IN THE PEN (Practice "More" and "Fewer" Vocab.)

- Complete the "Pigs in the Pen" Activity to practice counting and to better understand the terms "MORE" and "FEWER". Follow the instructional procedures outlined in the numbered list below.
 - 1) Have students remain seated in a circle.
 - 2) Show students a toy pig. **Student Question: What is the name of this farm animal?** *Answer: Pig*
 - 3) A farmer must have a pen for his/her pigs. Bring out the pen (container that holds the pigs) and a bag/sack w/ all the pigs - Place 1 pig in the pen.
 - 4) Today, we are going to increase and decrease the number of pigs in my pig pen. I will go first - Place 2 more pigs in the pen.
 - 5) Do we have more or fewer pigs in the pen now? *Student Response: "We have more".*
 - 6) I am going to take some pigs out of the pen - Take 1 pig out of the pen.
 - 7) Do we have more or fewer pigs by taking one of the pigs out of the pen? *Student Response: "We have fewer/less."*

- 8) I am going to pass the pen and my special pig bag/sack to _____. You may reach into my special pig bag and add some pigs to our pen, or you may take some pigs out of the pen and put them back into the special pig bag/sack. Allow the student to either add pigs to the pen or take some away. At this point you'll be tempted to count the pigs in the pen. Don't do it. Simply use the words, start building their vocabulary.
- 9) "Oh, _____ has added some pigs. We have more pigs in our pen now."
- 10) "Oh, _____ has taken some pigs away. We have fewer/less pigs in our pen now."
- 11) Continue this activity around the circle letting students add or take pigs away. Remember do not count the remaining pigs. This will come later. You may find students doing this on their own. Just let them watch the quantity of pigs increase and decrease.
- 12) Once the pen has gone around the circle, if time permits, start the activity again, but this time have students count the number of pigs as they add and subtract pigs from the pen.

PART V: ACTIVITY COLORING SHEETS

- With instructor assistance, students will complete the activity sheet entitled "Llama, Llama! - Connect the Numbers".